

## **CAREER CLUSTER TRAINING QUESTIONS & ANSWERS**

### **1. Where do I find the Career Cluster information?**

A: Go to: [www.michigan.gov/mdcd](http://www.michigan.gov/mdcd)

Click on: Career Education

Next click on: Office of Career & Technical Preparation

Next click on: Career and Technical Education

Next click on: Mastery Level Career Cluster Grids...(You are there).

\*Note: You can also do a Google search with "Michigan Career Cluster Grids" to get to the grids.  
Click on the first listing.

### **2. How do Career Clusters align with Michigan Career Pathways?**

A: The sixteen (16) National Career Cluster are subsumed under the six (6) Michigan Career Pathways. See Power Point Presentation on website.

[http://www.michigan.gov/documents/CC\\_Training\\_120804\\_Part\\_33\\_113169\\_7.ppt](http://www.michigan.gov/documents/CC_Training_120804_Part_33_113169_7.ppt)

### **3. Michigan requirement is to demonstrate alignment?**

A: Yes, this was stated in a letter from our office Director, Patty Cantu, dated March 24, 2004.

"Full Career Cluster implementation will include:

- 1) Alignment of the local curriculum to the National Career Cluster Standards
- 2) Defining a sequence of courses/instructional units related to the Career Clusters
- 3) Local, State, or National assessment of Career Cluster Curriculum Standards in the program/course
- 4) Postsecondary linkages are encouraged for all programs"

### **4. Do programs have to teach everything in the Career Cluster?**

A: No, not at this time. We are requiring teachers to demonstrate alignment with all of the Performance Elements within the Cluster Foundations section 1. Teachers should also check the Career Cluster Pathways and show their alignment with what they are currently teaching.

### **5. How do I organize this with multiple teachers in a state approved CTE program?**

A: See Part 3 in the PowerPoint presentation which indicates that you can start with analyzing each course within a program to determine where a Performance Element is taught or start with the program and then determine where it should be taught or determine a local district strategy.

[http://www.michigan.gov/documents/CC\\_Training\\_120804\\_Part\\_33\\_113169\\_7.ppt](http://www.michigan.gov/documents/CC_Training_120804_Part_33_113169_7.ppt)

### **6. Will Career Clusters narrow what I can teach in my program?**

A: No, the goal is to show what is being covered in your program in comparison to the National Career Cluster Performance Elements. We are sure that many high quality programs will be teaching more than the National Career Clusters shows.

### **7. Which Clusters are not supported with Michigan State approved CTE programs?**

A: At this time, "Government and Public Administration" and

"Science, Technology, Engineering and Mathematics" are not supported.

### **8. (How are) Michigan Career Pathways/Career Cluster/Cluster Pathway/and -CIP codes linked to National Career Cluster?**

NOTE – The CIP code crosswalk available on the OCTP web site and other documents are under construction.

Vocabulary list:

CIP code crosswalk: [www.michigan.gov/documents/MI\\_Paths\\_-\\_Natl\\_ClstrsLandscape\\_61155\\_7.xls](http://www.michigan.gov/documents/MI_Paths_-_Natl_ClstrsLandscape_61155_7.xls)

**9. List Terminology:**

- National Career Clusters (16)
- Cluster Pathways vary in number from two (2) to seven (7) depending on the Career Cluster
- A National Career Cluster Map is a one page visual that is located in the National Career Cluster booklets showing how a cluster is organized.

Cluster Map example: [www.michigan.gov/documents/Health\\_Science\\_75972\\_7.pdf](http://www.michigan.gov/documents/Health_Science_75972_7.pdf), see page 11

**10. What does alignment mean?**

A: Alignment, as it pertains to the Career Cluster initiative, is demonstrating where the current curriculum and instruction link to the specific Career Cluster Performance Elements.

**11. What is a program Mastery Level Grid?**

A: Michigan has created these grids from the National Career Cluster Booklets to have a document that can easily be used in the local district and be consistent statewide.

**12. Horizontal and Vertical Grids, what are the differences?**

A: The same information is included on both. The horizontal form (landscape) includes additional columns for multiple courses and a post-secondary articulation. Landscape version is recommended.

**13. Do all programs have more than one course?**

A: No, the number of courses and sequence varies by CIP code and state program approval.

**14. Where do we indicate the levels?**

A: Levels are indicated in the white spaces to the left of Performance Elements for a completer from the whole program.

**15. If the course equals the program, only do the left hand side for a program completer?**

A: Yes

**16. How are you fitting in Michigan Curriculum Frameworks?**

A: The Academic Foundation skills in the Cluster Foundations section demonstrate support of the Michigan Curriculum Frameworks but do not meet the crosswalk requirements. We have separate academic crosswalks on our web site.

[http://www.michigan.gov/documents/Template-MI\\_Curriculum\\_Frameworks\\_for\\_Academic\\_Standard\\_Crosswalk\\_89003\\_7.doc](http://www.michigan.gov/documents/Template-MI_Curriculum_Frameworks_for_Academic_Standard_Crosswalk_89003_7.doc)

**17. Do we have to do the levels for each course or just program?**

A: State is requiring program, but we highly recommend you do individual courses also.

**18. Two teachers teaching the same program may rate levels differently. How are we to handle that locally?**

A: If it is the same program with a sequence of courses, each course could develop their own expectations and work with each other to come up with a program expectation. If the two teachers are in the same program, they need to consult with each other to determine and agree on the level at which the majority of the students will be at when completing the program.

**19. What do I have to cover and at what level?**

A: What needs to be covered is self-identified by local district. The local district administration and input from Advisory Committee should support what is covered and level. Documentation will need to demonstrate determined levels at this time.

**20. What will levels show?**

A: Gaps in program or curriculum/course responsibilities and assignment. This will also help with dialog with post secondary to align programs and courses.

**21. Who makes the final determination for who is responsible for what body of knowledge?**

A: Local administrator, local curriculum committee Program Advisory Committee, and ultimately the school board granting students credit for the program.

**22. Future articulation agreements must include the completed Career Cluster grids with secondary and post secondary sign off?**

A: Sign off means as a state approved CTE articulated program each agency will have completers of the program demonstrate proficiency at the agreed levels on the mastery level grid for that CIP PROGRAM area.

**23. What piece(s) OF evidence needs to be on file for monitoring (TRAC) purposes?**

A: A sample of the lesson that supports the performance element in question, a student achievement list with the skills listed, a course syllabus describing the performance elements to be achieved in a class, software titles used to teach that element, etc.

**24. We have programs that are delivered in two years. Could you identify first year as course #1 on the mastery grid and year #2 as another course or as the final program levels since that is where the completer status is determined?**

A: Yes

**25. Communication between secondary and post secondary needs to be completed for any programs that have been identified to OCTP as articulated?**

A: Yes. By September 2005.

**26. Who is responsible to make sure there is documented communication with post-secondary?**

A: The secondary fund institution is approved for the program and receives the funding.

**27. If Career Cluster alignment is not done by September 2005 and is found during the onsite TRAC visit, would this be a finding?**

A: Yes

**28. Does a program have to do all of the Cluster Pathways?**

A: No, it will depend on the CIP Program level and what CURRICULUM IS IN USE IN THE program. We are encouraging all teachers to review the Cluster Pathways to see where their curriculum ties to the Career Cluster Pathways.

**29. Does everyone need to do all of Section 1 (CAREER CLUSTER KNOWLEDGE AND SKILLS) and then each of the Cluster Pathways that apply to your program?**

A: Yes

**30. Do we put "N's" in the Cluster Pathways if we are not teaching it?**

A: No, just in the 10 Cluster Foundations.

**31. When do I use the area's in grey?**

A: Those are the measurement criteria that can be used to determine if the performance element has been taught. The teacher may use something different if they want teach that performance element.

**32. Do you want one document per program?**

A: Yes, Yes, Yes!

**33. How do we know students have the academic 1-10 Cluster Foundations?**

A: Some form of assessment should be in your program to determine what your students know and where the student is academically when entering your program.

**34. NATEF is in the Transportation cluster. Teachers still need to do the alignment?**

A: Yes, the foundation skills need to be aligned as in all programs. You will probably discover that most of the Cluster Foundations performance elements are covered in the NATEF standards.

**35. Is it OK to have skill standards that are not on the Career Clusters grid?**

A: Yes

**36. When we check off the various areas in the Career Clusters and it comes to documents/evidence is that something that we only keep in house or do we send you a copy or do you only need to see at the next on site visit?**

A: All evidence will be kept in house.

NAME CONTACT LIST: (PowerPoint slide #29)

•GLENNA ZOLLINGER-RUSSELL 517-241-2072

•[zollinger-russellg@michigan.gov](mailto:zollinger-russellg@michigan.gov)

•KAREN POHJA 517-335-0381

•[pohjak@michigan.gov](mailto:pohjak@michigan.gov)

•PATRICIA TALBOTT-DILLS 517-335-0359

•[talbott-dillsp@michigan.gov](mailto:talbott-dillsp@michigan.gov)

•RANDY SHOWERMAN 517-355-6580

•[showerma@msu.edu](mailto:showerma@msu.edu)

•CAROL CLARK 517-241-4355

•[clarkcarol@michigan.gov](mailto:clarkcarol@michigan.gov)

•MIKE BURLEY 248-425-0522

•[mburley@wideopenwest.com](mailto:mburley@wideopenwest.com)